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ANNUAL REPORT

COORDINATING BOARD FOR HIGHER EDUCATION

SHAILA R. AERY

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STATEWIDE PLANNING FOR MISSOURI HIGHER EDUCATION

Statewide planning to coordinate Missouri's higher education resources and address statewide economic and social needs is a major statutory responsibility of the Coordinating Board for Higher Education. The board has the responsibility to examine the data submitted by the colleges and universities, along with external environment data, and provide to political decision makers and institutional governing boards recommendations that focus on solutions to statewide concerns.

In December of 1981, recognizing that the steady decline in state and federal support of higher education demanded new strategies for resource allocation, the Coordinating Board for Higher Education instructed the staff to:

- Identify and clarify the major trends affecting Missouri higher education; and,
- Stimulate the appropriate public policy and institutional responses to the challenges and opportunities affecting Missouri higher education.

The implementation of these instructions became the Master Plan III Assessment Project which was completed in 1984. By December 1983, five reports in the Master Plan III Assessment Project series had been completed and published. In April 1984 the sixth report, **Financial and Program Comparisons of Missouri Public Four-year Institutions to Peer Institutions,** was published. These reports are available upon request from the Coordinating Board for Higher Education.

Master Plan III Assessment Project Report Series

A Summary of Student Aid Trends, 1978-1982

Missouri General Revenue and Higher Education
Appropriation Trends and Projections

Demographic Trends in Missouri's Population
and Enrollment Trends and Projections

Missouri Manpower Trends

Trends in Instructional Programs at
Missouri Public Four-year Institutions
1972-1982

Financial and Program Comparisons of
Missouri Public Four-year Institutions
to Peer Institutions

The three years of research and public discussions, including two statewide meetings with members of the four-year public governing boards, culminated in the Coordinating Board for Higher Education public policy goals published in FY 1984.

COORDINATING BOARD FOR HIGHER EDUCATION
PUBLIC POLICY GOALS FOR HIGHER EDUCATION

Each of the public policy goals of the Board is followed by specific objectives. Statewide planning requires a clear understanding of the current strengths and constraints affecting higher education, their complexity, and the alternative ways public policy may approach them. Therefore, following the objectives are lists of the strengths and constraints as revealed by the data and trends in the Master Plan III Assessment Project.

ACCESS

Public Policy Goal: To ensure access to Missouri citizens to the system of higher education

Specific Objectives:

- To increase the knowledge and skill level of a smaller number entering the work force by improving the rates at which all Missouri young people, and particularly minority youth, complete high school and enter and complete postsecondary education.
- To provide for retraining of the work force that meets the skill needs for existing or developing jobs.
- To improve the access of Missouri agriculture, business, and industry to basic and applied research and technology transfer opportunities.

Strengths

- A relatively low-cost public higher education system, i.e., one which places relatively greater reliance on community colleges, four-year colleges, and regional universities than on research universities.
- A relatively large and vital independent sector of higher education.
- With some exceptions, relatively good geographic distribution of colleges and universities.

Constraints

- Need for improved articulation and cooperation between secondary and postsecondary education.
- Need for well publicized and agreed upon transfer of credit policies among institutions of higher education.
- Need for additional state student financial aid.
- Need for an improved delivery system for retraining and upgrading adult worker skills which more clearly links skill needs with the form and location of training.

QUALITY

Public Policy Goal: To promote quality within the system of higher education as defined by institutional mission and measured by institutional outcomes.

Specific Objectives:

- To provide the library resources, instructional and research equipment, and structural and functional adequacy of the physical plan appropriate to the expected institutional outcomes.
- To concentrate on sufficient resources on programs to promote quality.
- To gain greater institutional acceptance of distinction and educational outcomes as measures of quality.
- To improve the ability of Missouri higher education to recruit and retain the most capable faculty.

Strengths

- While funded at relatively low levels, Missouri institutions have generally concentrated their available resources on instruction.
- There are areas of excellence throughout the system, particularly in those institutions that have clearly identified purposes and concentrated resources.
- The unique and diverse competition provided by the independent universities.

Constraints

- Current promotion and tenure policies and practices limit flexibility and the ability to reward outstanding performance.
- The prospect of long term constraint on real growth in financial resources.
- Enrollment decline, enrollment shifts between undergraduate degree programs, and steadily declining graduate enrollments resulting in relatively large numbers of small programs.
- At least a decade of declining real resources during which faculty development resources have become almost negligible.
- Oversupply and less mobility for faculty in some disciplines and shortages in such fields as engineering, computer science, business, biology, and agricultural research.
- Rising costs for library collections continuing to exceed inflation.
- Inadequate and outdated instructional and research equipment.
- Backlog of deferred capital maintenance and renovation projects and no ongoing budgetary mechanism to address the capital needs.

- A general concept of quality based on comprehensiveness rather than uniqueness and diversity.

- A lack of adequate measures of outcomes.

EFFICIENCY

Public Policy Goal: To ensure the efficient use of state resources within the system of higher education.

Specific Objectives:

- To recommend allocation of existing resources among institutions in an equitable manner consonant with the purpose of each institution.

- To increase the amount of general revenue going to higher education for the purpose of targeted investments necessary for the state's needs for higher education services.

- To improve the rate at which students who enter the system complete their education.

- To emphasize the availability of relatively strong programs within the system of higher education rather than wide geographic access to relatively weak programs.

Strengths

- Concentration of expensive doctoral and professional programs at the campuses of the University of Missouri in the public sector.

- Existing expenditures within institutions heavily favors undergraduate instruction.

Constraints

- Outdated and vague institutional mission statements.

- Number of duplicative programs with small number of graduates within the public sector.

- Historical expenditure base that has been incremented by a funding formula which rewarded marginal increases in enrollment.

- Recruiting practices, quality control philosophies, and institutional economies which result in higher student attrition rates.

The board has now taken the first step in statewide planning, the assessment of the challenges and opportunities facing Missouri higher education. The next critical step is the explicit definition of the role and scope of the public four-year colleges and universities.

ENROLLMENT CHANGES FY 1984

The Coordinating Board for Higher Education has the responsibility for reporting changes in enrollments among institutions of higher education in the state. The Board's staff routinely collects enrollment data from the institutions and that information has been used as the basis of this report on enrollment in Missouri institutions.

As shown in Table 1, in fall 1984 a total headcount of 220,392 students were enrolled for study in degree credit programs. Missouri institutions had experienced a continued trend of increasing headcount and full-time equivalent (FTE) enrollments from fall 1978 to fall 1981. A slight decline in enrollments was experienced in fall 1982, and a slight increase was experienced in fall 1983. From fall 1983 to fall 1984 enrollments declined 3.0 percent.

As displayed in Table 2, enrollment reports on full-time enrollment for fall 1984 demonstrate that total full-time enrollment is down 4.0 percent and the state sector is down 5.0 percent. The public four-year institutions have a 2.0 percent decrease from fall 1983. The public two-year institutions decreased 13.0 percent in full-time enrollment. In the independent institution sector, there is an overall decrease of 0.5 percent.

The fall 1984 enrollment report tends to confirm the precipitous enrollment decline projected for the last half of the decade.

TABLE 1. SUMMARY OF ON-CAMPUS, ON-SCHEDULE HEADCOUNT ENROLLMENT WITH PERCENT CHANGE FALL 1983 AND FALL 1984

Institution	Fall 1983	Fall 1984	% Change
STATE SECTOR			
University of Mo.[a]	54,569	52,935	(3.0)%
Four-year[a]	57,787	56,890	(1.6)
Two-year	60,937	56,453	(7.4)
Subtotal	173,293	166,278	(4.0)
INDEPENDENT SECTOR			
University	19,346	19,177	(0.9)%
Four-year	27,541	27,221	(1.0)
Two-year	1,365	1,346	(1.4)
Subtotal	48,252	47,744	(1.0)
TECH. AND PROF.	6,362	6,370[b]	0.1%
TOTAL	**227,907**	**220,392**	**(3.0)%**

Source: DHE 02-1, 2, and 4 Enrollment Series.

NOTE: Figures may vary from previous reports as all data has been updated.

[a]Includes residence centers.

[b]Due to unavailability of Fall 1984 enrollment data and in order not to obscure enrollment trends, the Fall 1983 data has been repeated for Fall 1984 for four of the Technical and Professional institutions.

TABLE 2. SUMMARY OF ON-CAMPUS, ON-SCHEDULE ENROLLMENT BY FULL-TIME HEADCOUNT WITH PERCENT CHANGE FALL 1983 AND FALL 1984

Institution	Full-time Fall 1983	Full-time Fall 1984	% Change
STATE SECTOR			
University of Missouri[a]	38,241	36,647	(4.0)%
Four-year[a]	44,870	43,816	(2.0)
Two-year	20,459	17,863	(13.0)
Subtotal	103,570	98,326	(5.0)%
INDEPENDENT SECTOR			
University	12,471	12,768	2.0%
Four-year	18,394	17,944	(2.0)
Two-year	743	750	1.0
Subtotal	31,608	31,462	(0.5)%
TECH. & PROF.	6,174	6,204[b]	(0.5)%
TOTAL	**141,352**	**135,992**	**(4.0)%**

Source: DHE 02-1, 2, and 4 Enrollment Series.

NOTE: Figures may vary from previous reports as all data has been updated.

[a]Includes residence centers.

[b]Due to unavailability of Fall 1984 enrollment data and in order not to obscure enrollment trends, the Fall 1983 data has been repeated for Fall 1984 for four of the Technical and Professional institutions.

TABLE 3. SUMMARY OF ON-CAMPUS, ON-SCHEDULE ENROLLMENT BY PART-TIME HEADCOUNT WITH PERCENT CHANGE FALL 1983 AND FALL 1984

Institution	Part-time Fall 1983	Part-time Fall 1984	% Change
STATE SECTOR			
University of Missouri[a]	16,328	16,288	(0.2)%
Four-year[a]	12,917	13,074	1.0
Two-year	40,286	38,590	(4.0)
Subtotal	69,531	67,952	(2.0)%
INDEPENDENT SECTOR			
University	6,875	6,409	(7.0)%
Four-year	9,147	9,277	1.0
Two-year	622	596	(4.0)
Subtotal	16,644	16,282	(2.0)%
TECH. & PROF.	188	166[b]	(12.0)
TOTAL	**86,363**	**84,400**	**(2.0)%**

Source: DHE 02-1, 2, and 4 Enrollment Series.

NOTE: Figures may vary from previous reports as all data has been updated.

[a]Includes residence centers.

[b]Due to unavailability of Fall 1984 enrollment data and in order not to obscure enrollment trends, the Fall 1983 data has been repeated for Fall 1984 for four of the Technical and Professional institutions.

TABLE 4. SUMMARY OF ON-CAMPUS, ON-SCHEDULE FULL-TIME EQUIVALENCY (FTE) ENROLLMENT FALL 1983 AND FALL 1984

Institution	Fall 1983	Fall 1984	% Change 1978-1982
STATE SECTOR			
University of Missouri[a]	43,461	41,726	(4.0)%
Four-year[a]	49,296	48,273	(2.1)
Two-year	33,039	30,011	(9.2)
Subtotal	125,796	120,010	(4.6)
INDEPENDENT SECTOR			
University	15,667	14,862	(5.1)%
Four-year	21,043	20,901	(0.7)
Two-year	1,020	993	(2.6)
Subtotal	37,730	36,756	(2.6)
TECH. & PROF.	6,479	6,507[b]	0.4%
TOTAL	**170,005**	**163,273**	**(4.0)%**

Source: DHE 02-1, 2, and 4 Enrollment Series.

NOTE: Figures may vary from previous reports as all data has been updated.

[a]Includes residence centers.

[b]Due to unavailability of Fall 1984 enrollment data and in order not to obscure enrollment trends, the Fall 1983 data has been repeated for Fall 1984 for four of the Technical and Professional institutions.

SUMMARY REPORT OF FY 1984 ACADEMIC PROGRAM APPROVAL

The Coordinating Board for Higher Education has the statutory authority to review and approve academic programs for public higher education and to review programs for independent higher education institutions. The Commissioner acted upon twelve programs submitted by public and independent institutions during FY 1984. These programs were officially approved or received. In addition, staff reviewed two programs which were subsequently withdrawn by the submitting institutions. Nineteen other program reviews were nearing final determination at the end of the fiscal year.

Table 5 illustrates that the programs receiving official action in FY 1984 were evenly divided between the public and independent sectors. Eight of the twelve programs are at the certificate or associate degree level.

TABLE 5. NEW PROGRAM ACTION BY DEGREE LEVEL AND INSTITUTIONAL TYPE FY 1984

	Certificate	Associate	Baccalaureate	Graduate	Total
Public	1	4	1	0	6
Independent	1	2	1	2	6
TOTAL	**2**	**6**	**2**	**2**	**12**

Table 6 lists the institution and the level of degree programs addressed during the year. Seven of the programs at the certificate through the baccalaureate are in the field of data processing and computer science. Three of the programs, one at the bachelor's level and two masters programs are in nursing. The other programs in the fields of robotics and institutional management are associate degree programs. This distribution of program by discipline area is much more concentrated than the array of programs reviewed in FY 1983 when six broad disciplinary areas described the range of new programs.

TABLE 6. PROGRAMS RECEIVING ACTION BY INSTITUTION AND DEGREE LEVEL FY 1984

Institution	Certificate	Associate	Baccalaureate	Graduate	Total
Missouri Southern			1		1
Jefferson		1			1
Pioneer		1			1
State Fair		1			1
Trenton	1	1			2
Columbia College		1			1
St. Louis University				2	2
Southwest Baptist	1	1	1		3
TOTAL	**2**	**6**	**2**	**2**	**12**

COORDINATING BOARD FY 1984 ACTIONS FOR DEVELOPMENT AND COORDINATION

The Coordinating Board's FY 1984 actions for development and coordination of public higher education were in the areas of state level existing program review, transfer and articulation, library network legislation implementation, proprietary school legislation implementation, and pre-college and general education curriculum guidelines.

STATE LEVEL EXISTING PROGRAM REVIEW

The state level existing program review began in September 1983 as an annual review of three to five academic programs by the Coordinating Board. In FY 1984 the Coordinating Board staff reviewed teacher education, computer science, and agriculture in the public four-year institutions. The review included analysis of program data, statewide manpower needs, and external consultant's reports. Nationally prominent education leaders consulted with faculty committees who worked with the Coordinating Board planning staff and the Commissioner of Higher Education on the state level existing program review. The external consultants brought to the review process nationally recognized expertise on future trends and needs in the discipline areas. By the end of FY 1984 the staff analysis suggested that recommendations resulting from the review would range from enhancing programs to reduction and closure. In several cases data suggested enhancing a program by reducing enrollments while maintaining or increasing the resources available.

For state level review during the 1984-1985 academic year, the Coordinating Board selected all education programs at the graduate level and all programs in health sciences except at the first professional degree level. Moreover, the board directed that public community college programs be included in the 1984-1985 state level reviews.

Both of the program areas recommended for review were among those areas where the data collected in the master plan assessment project indicated relatively high priorities for early state level review on the basis of manpower needs, apparent efficiency, and initial indicators of potential duplication. Education programs continue to be of significant concern because of the importance of teacher training, sharp enrollment declines in education without compensating adjustments in resource allocation, and the size and number of teacher education programs. Graduate programs in education were selected for this year because of concern about graduate education arising from the analysis reported in **Trends in Instructional Programs at Missouri Public Four-year Institutions** and the significance of advanced education programs to total graduate school enrollment at public universities. The program trends report pointed out a sharp decline in graduate school enrollment since 1975 and significant shifts between graduate programs.

The following summary regarding master's degrees conferred by the University of Missouri and the regional universities serves to illustrate the shifts in graduate programs and the significance of graduate education to total graduate programs.

TABLE 7. MASTER'S DEGREES CONFERRED 1972 and 1982

	UM System			Other Public Four-year		
	1972	1982	% Change	1972	1982	% Change
Education	944	874	(7.4)	1,203	985	(18.1)
All Programs	2,724	2,396	(12.0)	1,518	1,665	9.7

The major reasons for selecting non first-professional health sciences programs for the 1984-1985 review period were related to the apparent high need for the programs, the potential for overlap and duplication of programs as colleges and universities continue to expand programs in this field, and the relatively high costs of most health science programs.

The program trend report analysis suggested that health care training is one of several areas in which institutions are investing resources at a faster rate than the programs are growing. While this may suggest an effort to enhance the quality of these programs, it may also indicate that costs in this field have increased at a rate which will make it difficult to sustain quality.

The community colleges play a very significant role in providing training in a number of allied health occupations. Thus, the Coordinating Board did not believe it could adequately address the extent to which needs are either being met or exceeded without including community college programs in the review.

TRANSFER AND ARTICULATION

Higher education students often transfer back and forth among the many higher education institutions in Missouri. Students also transfer between majors and departments within institutions. Articulation primarily refers to transfers from one institution to another.

Articulation problems occur when students must repeat courses already taken or take additional courses in order to satisfy the requirements of the new institution. This happens because institutions often find it difficult to evaluate the content of the courses of another institution to determine if they are equivalent to their own.

As part of the implementation of the June 1983 Coordinating Board recommendations for resolving transfer/articulation issues, two ad hoc committees of institutional representatives were formed: the General Transfer and Articulation Committee to discuss general transfer issues and the Business Transfer Committee to discuss transfer issues specific to business programs. The Chairman of the General Transfer Committee reported the work of that committee to the Coordinating Board in June 1984. The General Transfer Committee has completed its work and sent recommendations to the full Committee on Transfer and Articulation for its fall meeting. The recommendations included suggestions for strengthening the current **College Transfer Guidelines,** especially in the area of the adjudicative process, and recommendations for a general education core curriculum that should be accepted in transfer.

LIBRARY NETWORK LEGISLATION IMPLEMENTATION

The Coordinating Board approved a schedule for the implementation of the library network legislation. The schedule involves the drafting, approval and filing of an administrative rule stating the Coordinating Board's procedures in respect to network approval.

PROPRIETARY SCHOOL AND NONTRADITIONAL DEGREE INSTITUTION LEGISLATION IMPLEMENTATION

The Coordinating Board approved a schedule for the implementation of the proprietary school and nontraditional degree institution legislation.

The implementation of the proprietary school and nontraditional degree institution legislation will take place in these major steps: funding; data system development; rules and regulations drafted; proprietary school advisory committee; filing of administrative rule; and applications and evaluations.

PRE-COLLEGE AND GENERAL EDUCATION CURRICULUM

In FY 1984 the Coordinating Board studied the establishment of a model high school college preparatory course of study as an admission requirement to the public colleges. The model curriculum was a result of national research that demonstrates that the curriculum taken by high school students is more indicative of success and persistence in college than either high school grades or test scores.

The following is the college preparatory course of study that is being considered as a model by the Coordinating Board.

TABLE 8. MODEL COLLEGE PREPARATORY COURSE OF STUDY

Discipline	Units*	Comments
English	4	To include a comprehensive study of basic communication skills, including composition and speech
Mathematics	3	To include algebra I and II, geometry and trigonometry
Science	3	To include two laboratory courses
Social Science	3	To include world civilization, American history and government, and economics
Foreign Language	2	Both units should be in the same language
Fine Arts	1	To include either the visual or performing arts or art appreciation
Computer Science	1	To include familiarity with the uses and applications of computers and basic literacy in one language

*A unit equals two semesters.

One aspect of the Coordinating Board's study was to survey the superintendents and school board presidents of Missouri's 455 secondary school districts in order to collect basic information about the impact on their school districts if the model were adopted. One hundred fifty-four usable responses were received. Of these, 61 or 39.6 percent indicated they now provide a curriculum consonant with the model college preparatory course of study. It was clear, however, that many more large than small districts were prepared to offer the curriculum. Table 9 illustrates the distribution of those districts that responded that they could offer the curriculum now.

TABLE 9. SECONDARY SCHOOL DISTRICT RESPONSE TO QUESTION OF ABILITY TO OFFER MODEL CURRICULUM NOW

District High School Enrollment	1 to 100	101 to 250	251 to 500	501 to 1000	1001+	Total
Total Respondents	14	39	53	33	15	154
Number Can Offer Now	1	7	22	22	9	61
Percent Can Offer Now	7.1%	17.9%	41.5%	66.7%	60.0%	39.6%

The types of courses which were needed varied in relation to the size of the school district. Table 10 illustrates the curriculum changes necessary to provide the model curriculum.

TABLE 10. CURRICULUM CHANGES NECESSARY TO PROVIDE THE MODEL CURRICULUM

District High School Enrollment	1 to 100	101 to 250	251 to 500	501 to 1000	1001+	Total	Percent
ADDITIONS TO CURRICULUM							
Foreign Language	5	12	6			23	24.7%
Computer Science		1	15	9	5	30	32.3%
Both of Above	1	5	2	1	1	10	10.8%
Both and Others	7	13	8	2		30	32.3%
(Only Increase Sections)*			(4)	(7)	(1)	(12)	--
TOTAL	**13**	**31**	**31**	**12**	**6**	**93**	**100.0%**

*These respondents answered "Yes" to the question "Can you offer this curriculum now?" but indicated they would need to increase the number of sections of some courses.

Based on cost estimate responses to the survey, the Coordinating Board staff calculated an approximate cost of $9,750,000 for all secondary public school districts to make the necessary curriculum changes to provide the model curriculum.

After joint discussion of the issues and the results of the CBHE staff study, the Coordinating Board and the Board of Education established a joint committee to consider high school curriculum and the general education component of higher education.

The committee is composed of Coordinating Board members, State Board of Education members, presidents of public four-year and two-year colleges and universities, and superintendents of public high school districts.

The committee will proceed with the following data gathering activities:

- Collect information on current general education requirements in Missouri public four-year and two-year colleges and universities
- Survey faculty who teach freshmen and sophomores for their opinions on how well Missouri's high school graduates are prepared for college
- Survey second semester freshman and sophomore students in Missouri's public four-year and two-year colleges and universities for their opinions on how well their high school experience prepared them for college

SUMMARY OF APPROPRIATIONS RECOMMENDATIONS FOR FY 1986

The Coordinating Board FY 1986 appropriation recommendation of $369.6 million is an increase over the FY 1985 recommendation of 10.7 percent in general revenue for Missouri public four-year colleges and universities.

The Coordinating Board recommendation specified $6.5 million for targeted state investments for FY 1986. The objectives of targeted investments in the FY 1986 recommendations are to increase the knowledge and skill level of a smaller entering work force through improving student retention and instructional outcomes; and, to improve access of Missouri agriculture, business, and industry to basic and applied research and state of the art technology transfer.

The community/junior college recommendation of $54,043,325 reaffirmed the CBHE recommendation for the current budget year to provide 45 percent of total operational expenditures and added a component of targeted state investment in the community college sector. This component provides an incentive amount for vocational credit hours in occupations which are expected to experience the state's greatest manpower demand through 1995.

Tables 11 and 12 display the Coordinating Board appropriations recommendations for FY 1986. Table 13 displays the CBHE FY 1986 capital improvements recommendation summary.

TABLE 11. COORDINATING BOARD RECOMMENDATIONS FOR PUBLIC INSTITUTIONS FY 1985 AND FY 1986

Institution	FY 1985 Recommendation	FY 1986 Recommendation	FY 1985-FY 1986 Percent Change
Central	$ 23,031,759	$ 24,777,076	7.6%
Southeast	20,752,497	23,546,583	13.5
Southwest	30,233,486	34,705,999	14.8
Lincoln	7,865,844	8,363,457	6.3
Northeast	16,261,001	18,870,584	16.0
Northwest	12,668,920	13,967,977	10.3
Southern	8,345,505	9,376,380	12.4
Western	8,894,646	9,636,931	8.3
Harris-Stowe	3,553,066	3,871,245	9.0
University of Missouri Campuses	202,216,382	222,529,785*	10.0
Community/Junior Colleges	47,114,395	54,043,325	14.7
Subtotal Institutions	$380,937,501	$423,689,342	11.2%
University Hospital and Clinics	$ 17,226,033	$ 18,717,868	8.7%
Institute of Psychiatry	1,960,825	2,106,142	7.4
State Historical Society	468,312	525,391	12.2
Kidney Program	3,730,463	3,898,848	4.5
Higher Education Research Fund	1,000,000	1,000,000	0.0
Subtotal Related Programs	$ 24,385,633	$ 26,248,249	7.6%
TOTAL	**$405,323,134**	**$449,937,591**	**11.0%**

*Includes Missouri Fire and Rescue Institute.

TABLE 12. COORDINATING BOARD RECOMMENDATIONS FY 1985 AND FY 1986

	FY 1985	FY 1986	% Change FY 1985 to FY 1986
Coordination	$ 712,887	$ 739,430	3.7%
Proprietary School	54,000	58,218	7.8
Applied Research Fund	445,000	500,000	12.4
Grant Program Administration	156,374	158,757	1.5
Student Grants[a]	11,550,000	19,694,279	70.5
Guaranteed Student Loan Program[b]	2,330,517	2,910,082	24.9
State Guaranty Student Loan Fund (Investment)[b]	11,000,000	50,000,000	354.5
State Anatomical Board	2,750	3,000	9.1
State Library[a]	829,742	869,992	4.9
Wolfner Library for Blind and Physically Handicapped[a]	473,282	374,364	(20.9)
Aid to Public Libraries	1,888,191	2,020,199	7.0
Education Information Centers[b]	75,000	75,000	0.0
Library Services Act[b]	2,335,429	2,335,429	0.0

[a]Includes both General Revenue and other funds.
[b]Not General Revenue.

TABLE 13. FY 1986 CAPITAL IMPROVEMENTS RECOMMENDATION SUMMARY

	MAINTENANCE/ REPAIR	REMODELING AND RENOVATION	HANDICAPPED ACCESSIBILITY	ENERGY CONSERVATION	PLANNING	NEW CONSTRUCTION	TOTAL
FOUR-YEAR INSTITUTIONS							
UM-COLUMBIA	21,968,928	7,752,207	1,321,873	2,711,375		30,610,000	64,364,383
UM-HOSPITAL	3,252,525	7,287,768	204,513	91,615			10,836,421
UM-AGRI.EXP.ST.	2,061,900	1,061,158		111,377			3,234,435
UM-KANSAS CITY	6,503,699	2,123,762		717,223		13,545,000	22,889,684
UM-ROLLA	7,641,620	2,653,465	689,263	2,001,878		20,612,000	33,598,226
UM-ST.LOUIS	1,993,478	349,455	219,980	633,859		11,000,000	14,196,772
CENTRAL	525,456	2,095,410	267,182				2,888,048
HARRIS-STOWE	169,917	3,330,671	78,682	126,509			3,705,779
LINCOLN	503,863	769,723	85,402	45,535	150,000	3,416,742	4,971,265
SOUTHERN	38,250	1,422,925	195,700	75,500		5,012,575	6,744,950
WESTERN	82,250	243,500	28,000	230,100		1,467,975	2,051,825
NORTHEAST	1,918,500	5,629,000	837,707			16,054,280	24,439,487
NORTHWEST	3,827,835	339,300	87,600	486,500		57,500	4,798,735
SOUTHEAST	5,439,870	1,365,344	553,874	367,650		7,299,471	15,026,209
SOUTHWEST	747,801	3,095,430	32,840	281,106		15,306,340	19,463,517
SUBTOTAL FOUR-YEAR	56,675,892	39,519,118	4,602,616	7,880,227	150,000	124,381,883	233,209,736
TWO-YEAR INSTITUTIONS							
CROWDER	645,338		256,125			1,812,500	2,713,963
EAST CENTRAL	194,877	156,000	81,000	236,500		3,037,500	3,705,877
JEFFERSON	193,450		40,100	104,100		1,700,000	2,037,650
LONGVIEW	57,063		4,200	80,000		7,487,363	7,628,626
MAPLE WOODS			11,050	65,800		3,822,017	3,898,867
PENN VALLEY	503,902	244,812	4,700	20,000			773,414
MINERAL AREA	136,000	112,750	45,000				293,750
MOBERLY AREA	254,000	33,000	60,000	45,000		242,500	634,500
ST. LOUIS SYSTEM							0
FLORISSANT VALLEY	310,000	11,000	165,000	324,000		881,350	1,691,350
FOREST PARK	547,400	243,000	357,000	144,000			1,291,400
MERAMEC	291,900	15,500	11,000	44,000			362,400
STATE FAIR		19,020					19,020
THREE RIVERS	93,000	77,500	15,000	80,000		1,257,000	1,522,500
TRENTON	320,250		52,500				372,750
SUBTOTAL TWO-YEAR	3,547,180	912,582	1,102,675	1,143,400	0	20,240,230	26,946,067
CBHE MASTER PLANNING PROJECT							
FOUR-YEAR INSTITUTIONS					1,000,000		1,000,000
TWO-YEAR INSTITUTIONS					750,000		750,000
SUBTOTAL CBHE					1,750,000		1,750,000
GRAND TOTAL	60,223,072	40,431,700	5,705,291	9,023,627	1,900,000	144,622,113	261,905,803

MISSOURI STATE LIBRARY

The Missouri State Library is an operating library in Jefferson City which functions under the direction of the Coordinating Board for Higher Education. The library owns a book and materials collection in excess of 200,000 items which is used to support local public libraries and also as a general reference and research library available to agencies of state government. The Missouri State Library is also responsible for the operation of the Wolfner Memorial Library for the Blind and Physically Handicapped which is located in St. Louis. The State Library allocates State Aid to Public Library funds and is responsible for distribution of federal funds made available under the Library Services and Construction Act.

During fiscal year 1984, the Missouri State Library moved into new quarters in the Truman State Office Building. Now, the entire book collection as well as extensive collections of microforms, federal and state government publications, newspaper clippings, etc., is available for public use. Any citizen of Missouri may use the library; frequent users are state government employees, elected officials and legislators, and representatives of libraries throughout the state.

Although the State Library provides fewer books and other library materials to local public libraries than it did in the past because of the emergence throughout the state of library networks (organizations of libraries of every kind in a region of the state designed to promote the sharing of library resources among libraries in the network area), the State Library has experienced a growth in the number of requests for materials by state government employees and the General Assembly. The State Library continues to support local libraries not only through its support of library networks but also through the publication of a monthly magazine and through consultation by State Library staff with local library personnel.

Wolfner Memorial Library for the Blind and Physically Handicapped distributes by mail reading material, usually recorded material, to blind and physically handicapped residents of every county of the state. Over 9,000 Missouri residents are users of the Wolfner Library and anyone certified by medical authority to be blind as well as anyone certified to be physically unable to use conventional printed material is eligible to use the services of the Wolfner Library. The material circulated by Wolfner and equipment necessary to use it is provided free of charge by the Library of Congress. Material circulated by the Wolfner Library is delivered free of charge by the United States Post Office. The state's responsibility is to operate the distribution center for this material. Because of the physical disabilities of users and because of the wide variety of material available, the Wolfner Library serves as the only source of reading material for many of its users.

During FY 1984 the Wolfner Library received a bequest from the estate of Mr. John N. Mosby of Liberty, Missouri. The bequest was made in appreciation of the library's service to a Mosby family member. The first monies received from the bequest amounted to $75,000 and were included in the FY 1985 CBHE appropriation recommendation to enable their use by the library. The total bequest is expected to reach $300,000. The bequest represented such an outstanding contribution to library services for the blind and physically handicapped that the Mosby estate subsequently received the National Library Trustees Award, presented by the American Library Trustees Association at the American Library Association Annual Conference in Dallas, in June 1984.

As a result of a constitutional mandate, the state of Missouri each year appropriates funds for State Aid to Public Libraries. The State library allocates these funds to each eligible public library on the basis of the population served by the library. Although these funds represent only a small portion (approximately 5%) of the operating costs of any public library, they are a commitment on the part of the state to the improvement of that library.

Federal funds made available to the state have been used to supplement state appropriations to operate the State Library and the Wolfner Library for the Blind and Physically Handicapped, for the support and operation of the seven library networks in the state, for grants to the five largest public libraries in the state, for the provision of library service to the disadvantaged and to inmates of state-supported institutions, and for the support of statewide activities including a program which provides 16mm motion picture films to libraries of the state and one designed to provide information about the location of thousands of magazine and periodical publications located in the state.

THE HIGHER EDUCATION RESEARCH FUND AND THE APPLIED PROJECTS FUND OF THE RESEARCH ASSISTANCE ACT

In 1982 the Missouri General Assembly enacted the Research Assistance Act, a major component of Governor Christopher S. Bond's economic development program. With Governor Bond's strong support, monies to implement the act were appropriated by the Missouri General Assembly for FY 1983 and FY 1984.

The Research Assistance Act created two separate funds to achieve its purposes: the Research Fund for the University of Missouri and the Applied Projects Fund for all other Missouri public four-year institutions. The Research Fund is administered by the University of Missouri's Board of Curators and is intended to address problems requiring basic research for their resolution. The Applied Projects Fund is administered by the Coordinating Board for Higher Education and is reserved for the support of applied research and related projects.

By June 1984, the University of Missouri Board of Curators reported 29 projects approved for implementation with a total of $836,452 in Higher Education Research Fund monies encumbered. The Coordinating Board for Higher Education reported five projects approved for implementation with a total of $565,700 in Higher Education Applied Projects Fund monies encumbered.